

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is important in our lives. People communicate each other, share their ideas and feeling, and understand one and another by using language. When people do the conversation, they have to use proper language and polite language so they can avoid misunderstanding and conflict. Politeness is understood in terms of conflict avoidance based on Brown and Levinson in Ambuyo et al. (2011:1). That is why politeness necessary for our life to communicates properly.

Although school as formal institution in which students and teachers should use polite conversation in their interaction, many of them use impolite language in some situation especially when students talk to their teacher as someone with higher level of age and status. This is what degree of politeness meant by Leech in scales of authority scales. When people has lower status, he or she will talk more polite to the person who has higher status (Nurdianingsih, 2006:20)

According to 2013 curriculum and also KTSP curriculum which are applied in the educational system in Indonesia right now, character building is the main aim of national education. Moral degradation especially for young generation becomes reason for government to concerns more about character building. Marlina (2014:3) stated that curriculum has been centralized and concerned to the character building. In line with Yoyon, Marlina (2014:9) the law of Republic of Indonesia number 20, 2003 also stated that national education has function to develop capability and build character. It means that politeness that become one of the factors someone's good manner or character is relevant with curriculum.

Based on the pre-observation in SMP Muhammadiyah 03 Semarang showed that beside the fulfilment of politeness principles, there were also violation in politeness principle in the conversational interaction. Those things happened in the learning process and non learning process.

The example of violation` of politeness principle between teacher and a student can be seen as follow:

Teacher : Which group will present their presentation first? No one? Okay, I choose randomly. Maya your group first.

Student : No Mister, No, Annisa first.

The conversation happened when the teacher taught the students and in the very beginning, the teacher asked the students deliver their presentation which had been assigned the week before. When the teacher asked the students to come forward, there were no students who wanted to come forward. Finally the teacher chose randomly, and he chose Maya as the first presenter, but Maya did not want to be first presenter so she said “no” to her teacher and pointed Annisa as first presenter.

The way the student talked to the teacher by saying “no” directly without any permission could be identified as violated of agreement maxim. Agreement maxim itself has characteristic to the participants to increase agreement and decrease disagreement Leech in Huang (2008:1). Based on the characteristic, Maya which was saying “no” without any permission and clear reason increased disagreement to her teacher and decreased agreement toward the teacher. So, it can be concluded that the utterance violated agreement maxim based on Leech’s maxim.

Beside agreement maxim, the student also chose directly Annisa as first presenter. This can also be identified as violation of tact maxim. Tact maxim has characteristic of minimize cost to the other and maximize benefits to the other Leech in Huang (2008:1).

Based on the dialogue, Maya tried to maximize cost to Annisa by choosing her directly and she tried to maximize benefit to herself, and made sure she was not the first presenter who came forward. It can also be concluded that it was violated tact maxim.

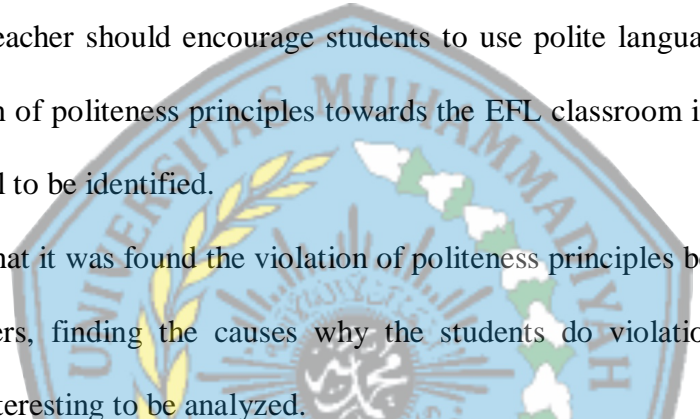
Beside tact maxim and agreement maxim, Leech also divided six politeness principles they are Generosity maxim, approbation maxim, Modesty maxim and sympathy maxim (Rahardi, 2010:59). Those maxim advocate to the speaker to have good and polite conversation to the other. In other words, those maxims are controlling the way the speaker uses language in the conversation so they can avoid conflict because of impolite language. Maxim is principle or rule and guidelines how the conversation will be carried out. This maxim affects the way the speaker speaks to the listener. In other words, maxim control the conversation happens in a proper way.

After learning about this phenomena and how important politeness used in conversation especially between students and teacher in the classroom interaction, the researcher decides to focus on her research on the analysis of the students and the teacher politeness in an EFL classroom interaction by looking at the maxims that are violated and fulfilled based on the principle of politeness.

Hopefully by finding the violation or realization of maxim, the researcher and also the readers can learn more about politeness principles. The most important thing is when knowing the fact about the domination of violation of maxim rather than the fulfilment of maxims in the conversation between the students and teacher the teacher can more encourage students to use polite language.

1.2 Reason for Choosing Topic

In this study, the researcher chooses the topic “The Politeness Principles of Teachers and Students in EFL Classroom Interaction” because of the following reasons:

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- a) Knowing and understanding politeness is important for everybody who do communication. Everyday, we make interaction between one and another. The information of politeness strategy is very useful for people, so they can have ideal communication and share their ideas well both in English or Indonesia.
- b) The teacher has responsible to implement or use politeness principles during the classroom interaction. Related to the curriculum KTSP or 2013 which is the main aim of national education, the implementation of politeness is relevant with the character building, because politeness represents someone's capability to show his/her good manner. The teacher should encourage students to use polite language. Beside that the implementation of politeness principles towards the EFL classroom interaction that may appear is useful to be identified.
- c) With the fact that it was found the violation of politeness principles between the students and the teachers, finding the causes why the students do violation or fulfilment of politeness is interesting to be analyzed.

1.3 Statement of the Problem

Related to the topic above, the researcher investigated the following problems:

- a) What are the types of violations and fulfilments of politeness principles based on Leech's theory of maxims used by teacher and students in the classroom interaction?
- b) What are the factors of teacher and students' violations or fulfilments of politeness principles based on Leech's theory of maxims in the classroom interaction?
- c) What are the implications towards classroom interaction?

1.4 The Objectives of the Study

Based on the statement of the problem above, the researcher writes the objectives of the research as follows:

- a) To identify the types of violations and fulfilments of politeness principles based on Leech's theory of maxims used in teacher and students in the classroom interaction.
- b) To find out the factors of teacher and students' violations or fulfilments of politeness principles based on Leech's theory of maxims in the classroom interaction
- c) To know the implications towards classroom interaction.

1.5 Significance of the Study

The significances of the study can be useful for:

- 1) The researcher

Hopefully by finding the result of this study, the researcher can deeply understand the theory from Leech. This study can also bring the benefits for other researchers to gain information related to the theory and the research. The different subject and analysis result of the study enrich the knowledge of readers and researchers.

- 2) The students

By understanding politeness principles, hopefully the students will learn to speak with other people in good and proper way and understand how important politeness in English or Indonesia.

- 3) The teachers

By understanding politeness principles, the teacher can control how to speak to the students or evaluate how the students talk to the teacher in classroom interaction or non-classroom interaction, so the classroom will more than controlled. The teacher also can apply or use the model of politeness principle to do the conversation in the classroom.

1.6 The Scope of the Study

In this research, the researcher only limits the study on the analysis of politeness principles based on Leech's theory of maxims the between students and the teacher in the EFL classroom interaction and how it gives the implication towards the classroom situation. There are two English teachers and two classes consist of 36 students each class that will be analyzed in this research.

1.7 Outline of the Study

This research organization is arranged systematically:

CHAPTER 1 is introduction covering background of the study, reason for choosing topic, statement of the problem, the objectives of the study, significance of the study, the scope of the study, and outline of the study.

CHAPTER II is review of related literature. It consists of pragmatic definition, politeness concept and politeness theory, Leech's politeness principle, EFL (English as a Foreign Language), and classroom interaction.

CHAPTER III is method of investigation which contains research design, subject of the study, method and instrument data collection, and data analysis.

CHAPTER IV present research findings of data analysis. It discusses the analysis of politeness principle used by the teacher and students in classroom interaction and the impact toward the classroom situation.

CHAPTER V is conclusion and suggestion based on the discussion of the study.